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DECEMBER, 1952



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## OUR COVER PICTURE

"A little child shall lead them," might well be the caption to our cover page for this issue. Christmas time is always a time for renewed faith, a faith such as might be found in the eyes of little Craig (Arcie) Rover as we see him intent upon the candle flame. Who knows what infinite thoughts he holds?

For this beautiful picture we are indebted to Dr. Craig Rover of Arizona State College at Tempe who took this picture of his son when "Arcie" was just three and one half. When we happened to see this lovely picture we immediately cherished it for this issue and Dr. Rover graciously presented us with it. L.V.R.

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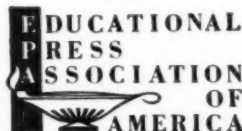
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ARIZONA TEACHER



# AN OLD DILEMMA

By Joseph N. Smelser

**FIFTY PEOPLE ARE ON** a passenger coach; a window has been lowered to freshen the heavy air. One person objects and the window is closed. No attempt is made to determine whether the other passengers want the window open or closed. The thermometer at the end of the coach reads 79 degrees. Several passengers move into an adjoining coach rather than lower another window. Everyone seems to sense what is going on but says nothing; a few people are visibly nettled but keep silent; two or three look about, settle back in their seats and whisper to one another. The person who had the window closed is leaning back scanning a daily paper with a triumphant air.

How often have we heard *one* person at business meetings of groups dominate discussions and determine decisions by stating his views arbitrarily and uncompromisingly? Have we not also often permitted *one* critic of the schools in a community to exert influence far beyond the worthiness of his criticism? The critic may condemn "modern education", a textbook, a magazine in the school library, or a story which the children are assigned. Then the fearful authorities too often tear about talking with teachers or librarians advising that censorship is to be preferred over poor public relations.

What should our reaction to these one-man affairs be? Must we jump and "close the window" so fast that we pinch our fingers? Should we weigh the facts, look at the "thermometer" and leave the window open? We may be so anxious to preserve the peace that we permit the chronic belly-achers to set policy. We cannot always be "ladies and gentlemen" when we deal with people who are not. The time arrives when we must be honest and tough-minded, even if it costs us. When we start running it isn't always a simple matter to stop.

No one invites martyrdom; so it is probably best to employ group defense, the more representative the group the better. Even then, the critics of the schools will try to single out personalities in an attempt to create the fear of having the "bread ticket" taken away.

# TEACHER

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Delwyn G. Schubert, PhD.

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Dorothea Pellett

## LET'S LAFF

## EDITORIAL BOARD

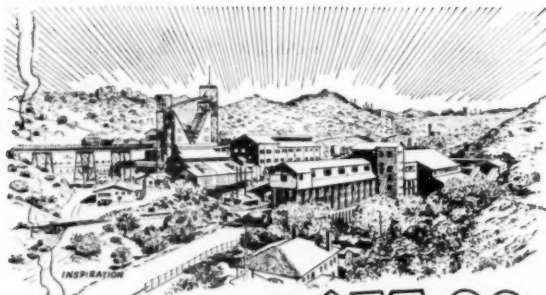
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**STATEMENT OF POLICY:** As the official publication of the Arizona Education Association, the *Arizona Teacher* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the *Arizona Teacher* encourages reader contributions reserving however the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.



**\$81,652,677.00**  
**PURCHASED IN ARIZONA**  
**BY ARIZONA MINES**

Arizona's mining industry is vitally important to the thousands of suppliers and merchants living throughout Arizona who furnish industrial and domestic machinery, tools, parts, services and the many other necessary elements that insure the flow of Copper, Lead and Zinc to the nation and the world.

For the past forty years, Arizona's mining industry has been using the purchase of Arizona products trading with Arizona merchants. During the past few years Arizona mines brought Arizona firms \$81,652,677.00. In 1954, Arizona firms purchased \$19,345,479.00 from Arizona suppliers. Great as these expenditures are, copper-mining development now in Arizona, such as the Morenci, Sentinel, Copper Creek and Butte will further increase such expenditures in future years.

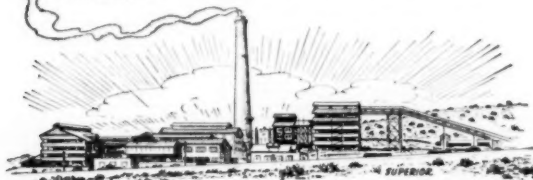
The development and operation of Arizona's low-grade copper industries both Open Pit and underground, calls for ever increasing purchases of supplies and services from Arizona firms.

In Open Pit operations huge masses of waste rock must be stripped away before any copper-bearing ore can be recovered. In Underground Mines tons of waste must be driven before during of the ore can be mined. The low-level material ore then is the ore of copper to the bottom but before the copper can be recovered the ore must be sorted and processed. Processing consists of crushing, concentrating, smelting and refining. Following all this the copper must be sold in some form with copper produced in other mines of the State, such as foreign countries, as well, before there can be any return on the industry that has been spent on the property.

Huge sums of money, beyond the conception of the average person, must be invested to equip, develop and operate a mining property. Without these expenditures for mining machinery, industrial concentrating plants, smelters and refineries, Arizona's ore deposits would be worthless, as they could never be worked on a small scale. These expenditures total thousands of dollars for every worker employed by the mining companies. They are being paid business to Arizona suppliers. In addition to the large copper mines, Arizona has many small mines and mining prospects, lead, zinc and non-ferrous stone, some of which pay their part in building up business for Arizona.

Then too, throughout the State, there are all the thriving communities dependent on the mining industry. Here Arizona live and work to produce the copper, lead, zinc, gold and silver which make Arizona the leader in America's metal products. These communities depend on the farmers and ranchers of the State for food supplies, and they are among the best customers of Arizona's merchants.

The importance of the mining industry to the welfare of the whole State of Arizona is tremendous. It supports a large market for the larger stores of Arizona's towns, and it provides a continuing market for Arizona products and supplies.



## ARIZONA MINING INDUSTRY

Arizona Hard Mine Operators Association, 4000 South 11th Avenue, Phoenix, 1920 members. Arizona Smelting & Refining Company, Phoenix. Phoenix and Superior. Superior Copper Corporation, Winslow. Gadsden Copper Company, Miami. Copper Chase Mining Company, Miami. Eagle-Picher Mining & Smelting Company, Silver City. Inspiration Consolidated Copper Company, Inspiration. Kennecott Copper Corporation, Ray. Miami, Rio. Phoenix Copper Company, Phoenix. Miami Copper Company, Miami. Phelps Dodge Corporation, Butte. Douglas Air. Morenci, Jerome. San. Eagle Mining Lease, Phoenix. National Zinc Mining Corporation, Iron. Elgin Mine, Phoenix. B. Anthony Mining & Development Company, Tucson. Arizona Petroleum Association, Phoenix. Wenden Non-ferrous Producers Association, Wenden.

# PERTINENT POINTS

## Current Items of Educational News

**NOT NEEDED.** The California Supreme Court has outlawed the loyalty oath which had been required by the University of California. The Court held that the State may require oaths of all employees, but for the University to impose a special oath was illegal.

**STICK TO THE 3 R's.** Here's why some people would like teachers to stick to the Three R's—and teach little else. The explanation comes from the McCormick newspaper, the Washington Times Herald:

"The teachers can't go too far off the track of common sense teaching mathematics, for there the logic of fact is iron-bound for both master and pupil alike, for all practical purposes. Two and two make four and that is that, relativity or no.

"In languages, the rule holds pretty much the same. The way the French say 'cat' is the way they say it, and all a teacher can do is explain the fact and see that the pupil gets it thru his head.

"But from there, the take-off is abrupt and dizzy. In economics, history, sociology, geography and associated subjects, individual teachers have wide open opportunities to grind their private axes. And everybody knows they do. All you have to do, for proof, is read the books they write and listen to what they say in class and out."

**THE AIR FORCE** has discovered that its directives and manuals are of Grade 18 reading ability—requiring a person with an M.A. degree to understand them at first reading. That is why the AF has launched a readability campaign. Based on its efforts to improve writing, the Air Force offered this advice to educational editors. "... your reading level should be no higher than the tenth grade for teachers journals, on the principle that people enjoy reading copy a couple

of grade levels below the top they can read."

**THE 6 R's** is the name of a new publication of the U. S. Office of Education which was issued at the beginning of American Education Week. Commissioner Earl James McGrath said, "Many surveys agree that parents want their boys and girls to learn more than the traditional 3 R's." He added Responsibilities, Rights and Relationships. Copies of this special publication are available from the Superintendent of Documents, Government Printing Office, Washington, 25, D. C. The price is 10 cents.

**RAY C. MAUL**, Director of Publications for the National Commission on Teacher Education and Professional Standards of the NEA highly recommends the Education Resource Unit, "The People Versus Inflation." He states that in his opinion it contains a practical approach to this most complex problem. By mid-September, requests for 35,000 copies had been received from teachers and administrators. Copies will be sent to individual teachers, schools, or other qualified educational organizations on request to the Office of Price Stabilization, Washington 20, D.C.

**MANY AMERICAN LEGION** posts are forcefully answering an article published in the June issue of the *American Legion Magazine* entitled "Your Child Is Their Target." The NEA Commission For The Defense of Democracy in Education deplored the article at the time of the NEA Representative Assembly in Detroit. It is heartening to find so many publications and organizations rising to the defense of the schools.

**WHAT TO PAY YOUR SUPERINTENDENT** is an interesting and informative guide published by the American Association of School

Administrators. "Business-wise, the job of superintendent of schools may be the biggest administrative job in the community and should be compensated accordingly," says the association. Three general rules are suggested for use of school boards in determining the administrator's salary. They include: (1) The superintendent's salary should compare favorably with the salaries paid by other enterprises in the community; (2) The starting salary should take into account the extent of preparation and previous experience; (3) At the beginning of each contract period the salary should be re-examined in the light of changed economic conditions in the area. Copies may be secured from the NEA. Price, 25 cents.

**BRITISH SUMMER SCHOOLS** for overseas students will be held at four British Universities next summer and will open a few weeks after the coronation. Opportunities to visit places of interest will be part of each course; also special efforts will be made to help visitors meet British people and to become acquainted with their British environment. Write to: British Information Services, 30 Rockefeller Plaza, New York 20, N.Y.

**A READING INSTITUTE** for the 1953 year has been announced by Temple University, Philadelphia. Held from February 2-6 inclusive, nationally known specialists in the field of education will participate. More than 100 specialists in the field of reading will serve the institute.

**GROWN-UPS IN SCHOOL.** A major study of adult education was released in October by NEA. Findings: adult education is growing, especially in smaller communities; enrolment during the past 4 years increased 51 per cent to a total of 4,750,

000; participation in civic and public affairs quadrupled since 1947.

**CHECK-UP AND OVERHAUL.** U. S. Commissioner of Education McGrath appointed a committee of eight to study entire program of vocational education. Four are chief state school officers; four are vocational educators. Immediate purpose of committees is to find ways to answer criticisms made in Congress against the Federal Vocational Educational Division.

**FUTURE TEACHERS OF AMERICA** groups in Arizona now number four on the college level. The University of Arizona, Arizona State College at Tempe, Arizona State College at Flagstaff, and Eastern Arizona College have very active groups. Their function? To counsel with potential teachers and guide the adept into the profession and to encourage those most suited for some other vocation to choose that in place of teaching. At the Annual Meeting of the AEA, the delegates adopted a resolution which placed the Association in a position of responsibility toward these organizations. Recognizing that every FTA member is a member of the AEA, the delegates pledged the Association to support the program of the Future Teachers of America.

**CODE OF ETHICS.** The National Education Association has completed a revision of our professional code of ethics and the delegates to the Representative Assembly in Detroit adopted it. Single copies of the code may be secured free of charge; additional copies may be purchased for 3c; quantity discounts are allowed. Every member of the profession should be acquainted with this code of professional conduct and a study of it by each local education association should be arranged.

A stylized graphic for a National Bank of Arizona advertisement. It features a large, bold number '1' with a 3D effect. To the left of the '1', the text 'Make it YOUR BANK' is written in a bold, sans-serif font, with 'YOUR' underlined. To the right of the '1', the text 'st' is written in a large, bold, sans-serif font. Below the '1', there is a small, stylized graphic of a person's head and shoulders, looking towards the right. The entire graphic is enclosed in a black rectangular border.

**Make it  
YOUR BANK**

**1**

**st**

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# PLANS-PUBLICATIONS-PROJECTS

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**, sponsored by five major educational organizations, has been activated. The Council, which is expected to bring new recognition professionwise to some 1,000,000 teachers throughout the nation, will set up an accrediting process similar to other major professions. The Council plans to begin the actual work of accreditation by July 1, 1954.

Organizations represented on the Council are: National Council of Chief State School Officers; National Association of State Directors of Teacher Education and Certification; American Association of Colleges for Teacher Education; National School Boards Association; National Commission on Teacher Education and Professional Standards of the National Education Association.

**A CHRISTMAS HOLIDAY AND A CRUISE TO CUBA** ARE AVAILABLE to photography fans in a December tour featured by the Division of Travel Service, National Education Association. Western Illinois State College is using the tour as a workshop in photography. NEA members may register for the course on an optional basis.

Two other ten-day Christmas tours have been announced by the Travel Division. The tours, which are planned for NEA members, include a trip by rail to Jacksonville, Fla., and a motor tour of Florida while the third tour includes visits to New Orleans, the Gulf Coast, Biloxi, Mobile and Pensacola.

Detailed information on these tours may be obtained from the Division of Travel Service, NEA, 1201 Sixteenth Street, N.W., Washington, 6, D. C.

**WALTER P. REUTHER AND JOHN K. NORTON**, will give major addresses at the 1953 convention of the American Association of School Administrators in Atlantic City. The convention, which attracts educators from all parts of the nation, is scheduled February 14-19. Mr. Reuther, president of the United Automobile Aircraft and Agricultural Implement Workers, C. I. O., will speak on mobilizing community resources for public education. Dr. Norton, director of the Division of Administration and Guidance, Teachers College, Columbia University, will discuss patterns of educational administration to promote national security. The convention theme is "Education for National Security".

Other speakers include Cartoonist Al Capp, speaking on mobilizing human resources for national security; Mrs. Agnes Meyer, Washington civic leader, author, and lecturer, on public education and national

unity; Frank Abrams, chairman of the board of the Standard Oil Company (New Jersey) on what the schools should teach about labor and management; Dr. Hugh B. Masters, educational director of the W. K. Kellogg Foundation, on outdoor education to strengthen the nation; Dr. Douglas Horton of New York City, secretary of the Congregational Christian Churches of America, vesper address.

Superintendent L. G. Derthick of Chattanooga, chairman of the 1953 yearbook commission, will present the yearbook, *American School Curriculum*. Mrs. Sarah C. Caldwell, president of the National Education Association, and Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers, will extend brief greetings.

**CLASSROOM TEACHERS TO ENTERTAIN THEIR "BOSSSES"**. Classroom teachers will take time out from convention activities to entertain their bosses at the annual meeting of the American Association of School Administrators, in Atlantic City, February 14-19. The Department of Classroom Teachers of the National Education Association has scheduled two activities for their members at the Ritz Carlton Hotel. An open house is planned February 15 and the annual classroom teachers' luncheon is scheduled for February 17 at which time the teachers will invite the superintendents of their respective school systems to be guests. The Department also will co-sponsor a number of clinics and discussion groups for their members in connection with the convention.

**MEMBERS OF THE DEPARTMENT OF RURAL EDUCATION** of the National Education Association will hold their annual meeting in Atlantic City in conjunction with the convention of the American Association of School Administrators, February 16-19. Program theme will be "Foundations for Rural Living." Activities planned include a meeting of the executive committee, a department luncheon, February 16, and a business meeting, February 17. The Ambassador Hotel will be the department's headquarters. Mrs. Marjorie Leinauer, superintendent, DeKalb County Schools, Sycamore, Ill., is department president.

**THE SOUTHWEST REGIONAL CONFERENCE OF THE NEA DEPARTMENT OF CLASSROOM TEACHERS** will hold its annual meeting in Las Vegas, Nevada, March 19-21. The first day will be devoted to a visitation of the Las Vegas public schools. All interested persons, administrators, supervisors and classroom teachers are invited.

and NOW
of Success
the Ladder
Nibbling at
Have Been
and Daughters
Your Sons

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**UNIVERSITY OF ARIZONA — TUCSON**



# Notes: FROM THE FIELD

*From time to time thoughtful teachers around the state send us interesting items. In looking thru our file we found these two short expressions which we take pride in presenting to you. L.V.R.*

## THIS MATTER OF EDUCATION

Adapted from an editorial by  
**J. B. COHEA**  
Young, Arizona

**A** TRIPLE RESPONSIBILITY for education is shared by the student, the home and the school. Close cooperation among these three participants in the enterprise is necessary, if our efforts are to result in success.

The true educator respects the aid which the parent can give and no one knows better than does the administrator that the school must have that aid. It is the parent who knows the total child—his interests, his abilities and his ambitions. At the same time, the teacher with his strong professional background must be respected by the parents if he is to perform at his best. May we say then, that one of the first foundation stones of a successful school is mutual respect.

Having agreed that a harmonious and smoothly working school must rest upon cooperation with the community thru mutual respect we might well look for the agency thru which to work. An organization of long standing, the Parent Teach-

ers Association, is perfectly designed to fulfill this function. Those of us with a genuine concern for educational progress look forward to the time when every parent and every teacher is an active member of this group.

### Education is development

Year after year students, parents, and teachers are struck with the simple truth that there is nothing magical about high school, neither are the benefits automatic. No particular subjects or courses offered are going to "make" a person in a semester, a year, or in four years. Education is a matter of self development and the school is there to help those who seek to improve themselves. In high school, the student receives both general and special-

ized education. The general education provides all around development, emphasizing the everyday needs of man as he goes about his work and play. The specialized education is essential to the individual's special needs and is closely allied to his efforts to reach his occupational goal. Put in another way, general education is that common effort at development which will benefit all those who are exposed to it, to a greater or lesser degree. Specialized training is of great value to some while practically worthless to others. Ideally, we might say that all students should share in a program of general education for the purpose of enriching life. In addition, each should have the privilege of following his special interest to the greatest extent possible in a public school.

## TOO MANY

By **LAFE NELSON**

**T**HE PRINCIPAL introduced a little blond boy to a fourth grade teacher whose group already consisted of 48 typical, curious, energetic American children.

It was no fault of his that he stood there facing an already overburdened school teacher. What would she say? The last time he had entered another school under similar circumstances the teacher greeted his introduction with, "What do they expect? I already have too many. But come on in, you can sit and sit and sit like the rest of them." What would this teacher say? There was a momentary silence. The lad began to wish that he weren't there. Probably this teacher, too, didn't want him.

Then the teacher smiled and his world was changed. She said, "It

Superintendent of Schools  
Safford, Arizona

is so nice to meet you. I am sure that my other 48 friends in the class will welcome you and I am sure that we will all enjoy having you with us. I hope that you enjoy your work in my class. I feel honored to have you assigned to me."

This is not to argue for larger classes. It is to argue for civil reaction from teachers to these little ones until we get the adjustments made in our Public Schools with reference to adequacy of rooms and teachers.

We should remember that these children are not responsible for the conditions which obtain in our Public Schools and, that regardless of conditions, they are entitled still to civil treatment at our hands, and to happy association in school.

### The Neighbors

By George Clark



# BY MOST OF THE PEOPLE MOST OF THE TIME

By WILLIAM J. TOBIN

NOT MANY YEARS ago a Chicago research organization set out to discover why people in Chicago's varied industries lost their jobs. After much delving and digging, after many thousands of personal interviews they discovered that nearly 90% of all people who were fired from their jobs were let go for one outstanding reason: Because of their inability to get along with other people. For the lack of this one ability hundreds and hundreds of people endangered their very livelihood, lost their jobs.

Yet this inability to get along with people is a fault common to us all, at one time or another we have to meet it, deal with it, solve it, and beat it. You can probably readily recall more than one time you found it difficult to get along with the boss, your next door neighbor, the chap seated next to you in the office, the lady ahead of you in the super market, the butcher, the baker, the person seated next to you on the train going home. They all required a certain amount of handling, of getting along with, of being friendly with. But quite a number of times you lost your temper, you let go, you let them have it. And instead of a friend, you made an enemy.

Deep down, we all want people to like us, to like us a lot. We love friends, nice neighbors, pleasant people. It makes life worth living. It makes life the enjoyable, full thing it can very well be if we are surrounded with amiable companions, easy to work with fellow employees. It is one of the warmest feelings to live in an atmosphere where people have a friendly regard for each other, for their ideas, for their aspirations, even for their oddities. It is the best of all feelings

to be with a group where each member has this ability to get along with his fellow man.

## Personality and dollars

Sometimes, as a Purdue psychologist discovered, it can mean money in the bank. He discovered this ability to get along with people, to get along with most of the people most of the time, came about by way of a pleasant personality. He discovered that the possession of a well developed personality doubled a college graduate's earning power. Much to his surprise he learned that instead of a 10-year \$50,000 take-home pay envelope, graduates with well developed personalities averaged \$100,000 in the same 10-year period. Could you use an extra \$50,000 in the next 10 years? Then by all means develop this ability to get along with people, develop this ability to be liked by most of the people most of the time. You'll be a richer man or woman for it—perhaps not monetarily like the Purdue graduates but surely in a deep human spiritual way. However you look at it, you are bound to gain.

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Mr. Tobin is Professor of Salesmanship at Packard Jr. College, New York City. He has generously contributed this article for use in the *Arizona Teacher*.

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Sometimes this ability to get along with people comes with maturity, sometimes it comes because of an inborn kindness of heart, many times it has to be learned after long years of observation and practice. All of us can master, all of us can acquire this skill of getting along with people.

There are two very simple ways to discover the secret of getting

along with most of the people most of the time. One is very direct and personal. The other is something you might try when you have a large group of friends gathered together for miscellaneous small talk.

We have been using both these methods to inform and educate, and speed to maturity college students and adults of every age and educational ability. They are both eye openers, and when taken seriously almost never fail to point the way to better living, more friendly living, more of the full kind of living in which most of the people tend to like us most of the time.

The direct and more personal of the two methods for discovering how to get along with most of our fellow men most of the time is something you can try right now. All you need is pencil and paper.

## How to do it

Attempt to list just as many things as you can that you DIS-LIKE about your friends, your business acquaintances, your neighbor, the shoe-shine boy, the grocery man, the diaper man. List just as many reasons WHY you dislike them. Then do just the opposite. List as many reasons as you can why you like them — or others of your acquaintance. Make them long, voluminous listings. Make a challenging game of it. Just how big a list of likes and dislikes can you accumulate? Some lists will be real corkers, particularly on the negative side of the ledger.

Then ask yourself (and this is the pay off): "Is it possible some of my friends, neighbors, associates, club members dislike ME for these same reasons? If you answer this question honestly, if you review the list you've just made with a critical eye you will have discovered a great secret. You will have discov-



"I'm sorry, but your daughter is just a square peg who won't fit into a round hole..."

ered how to be liked by most of the people most of the time.

You will, if you've done a good job of it, have noted you dislike people because they are tactless (say the wrong thing at the wrong time), are impolite (have poor manners), tend to be too aggressive. You will be surprised at the number of times you listed you disliked people because of their sloppy dress, because of the way they had of overtalking, of monopolizing the conversation, or because they were dishonest, indulged in falsehoods. You will have indicated you dislike people because of their boastfulness, their tendency to exaggerate, because of their very annoying habit of "knowing all the answers."

In the column in which you listed your **LIKES** you have indicated you **LIKED** people because of their good manners, their polite ways, their ability to talk but not to overtalk, their honesty. The fact that they dressed in good taste, neatly, were anything but boastful or overbearing impressed you as important and desirable assets. Were you to examine each **DISLIKE** against the list of **LIKES** you would discover each was the opposite of the other. You would have discovered something much more important, *particularly if you did something about your findings*, you would have discovered the secret of getting along with people.

We have been using this self-educational device in our college teaching for quite a few years. Always with the same enlightening result. For added interest and effect we went one step further, we developed this variation on the first method:

This is a selfteaching device any group of interested persons can use with good effect and profit. It will almost guarantee your not losing your job for lack of getting along with people, it will guarantee you the kind of happiness and full living you may have envied in others, may have never thought within your reach.

At the beginning of every college semester we ask students to attempt the same listing of their likes and dislikes. Directly after this, each student's unsigned listing is analyzed and tabulated, and duplicate copies are prepared for distribution.

#### A classroom technique

Just prior to distributing the tabulation each student is asked to list on the class blackboard his or her three outstanding **DISLIKES** or **LIKES**. If the class is of fairly large size both the likes and dislikes pile up, grow and grow and grow until eventually the entire surface of the room-size blackboard is covered.

The result of their efforts is a most impressive listing of what a large group of people like or dis-

like about their fellow man. An overflowing list of things they *dislike*, and abundance of things they *like*. It will impress any group attempting a similar tabulation. First slowly, then quickly under the skillful interpretation and guidance of the instructor or group leader, the group participating in the study comes to realize the listing applies to *them*. Comes to realize the world, the other group members, are describing their likeable ways, their pleasant manners—describing too their annoying, unpleasant, distasteful mannerisms, habits, ways of dressing and speaking. They begin to realize the way to have most people like you most of the time is to avoid these bad habits, bad manners, like the plague and to cultivate, learn, study, acquire good manners, considerate, agreeable, pleasant habits of greeting, talking to, working with one's fellow man.

The tabulation confirms it. The tabulation carries the greatest believability when it is undertaken independently by a member of the group. Three outstanding *dislikes* will always show up in one, two, three order:

*Tactlessness, impoliteness will show up 23% of the time*

*Too Aggressive will show up 19% of the time*

*Sloppy Dress will show up 10% of the time*

Politeness, tactfulness, consideration, good personality and pleasant appearance, the opposites of these three dislikes, will always show leading the list of likes.

Try it and see for yourself. If it is friends you want to make and keep. If you desire to be a likeable person. If it is social or business success you most desire in life. If it is just getting along pleasantly with your fellow man you most desire, then practice the good habits which are the opposite of your **DISLIKES**. Play up, develop, use your likeable ways for all they are worth. Attempt this tabulation, this self-inventory of your likes and dislikes. Frankly examine your own attitudes, study particularly the dislikes. Make up your mind to mini-

How To Be Liked—Page 25)

"In school and out, the influence of the teacher is fundamental . . ."

## IF A CHILD LIKES HIS TEACHER

By JAMES J. JONES, Ed. D.

IN the course of his daily work, the teacher comes closer to the home than any other worker in school. Whether or not the parent ever sees the teacher, he hears about "teacher" through his child. If a child likes his teacher, he usually likes school. Parents tend to second the motion. In school and out the influence of the teacher is fundamental to a public relations program. Teachers are often first to sense public disapproval and to learn specific criticisms. If they are enthusiastic about the public relations program and approve its aims and methods, they are potent forces for direct and effective interpretation.

### Classroom activities

The teacher promotes or destroys public relations in the classroom through his vocabulary, punishments, and homework assignments. His vocabulary can encourage good public relations, for parents' reactions often depend upon the language that is used and the way in which a thing is stated by teachers to pupils. Punishment, if illogically devised or unjustly executed, may create lasting prejudices against teachers and the schools. Homework assignments, if given at all, should grow naturally out of a lesson, or should proceed into the next lesson naturally and not be used as punishment.

### Community participation

Surely no teacher will deny that the community which provides his livelihood has a right to expect from him at least participation in community affairs which it expects from members of other professions. The National Education Association and the Department of Classroom Teachers explain the interpretative value of teacher participation

in three steps. First, the teacher should become a "good writer". In the second place, he should strive at all times to present in a constructive and positive way facts about the public school and what it is doing. Finally, teachers should be alert for all opportunities to interpret education in the course of their conversations and casual remarks.

McCall, in his study of ten selected public school systems in Missouri, found participation in community activities by staff members was regarded as a significant factor in the public relation programs of all ten school systems.

According to the theory of democratic administration, greater teacher participation provides more opportunities for teachers to interpret the school and its activities. If teachers are to devote more time to public relations activities, their teaching load must be such as to give them sufficient time to carry out properly assigned duties.

### Advantages of the classroom teacher

The classroom teacher has many advantages over the administration as an active public relations man. The frequency and the intimacy of the teachers' contacts with parents is often greater than the principals' or superintendents'. Probably parents are able to approach teachers with greater ease. Teachers have more opportunities for participation in community group affairs, generally, than do colleagues in the "administrative group." Above all other advantages, the classroom teacher works more closely than the administration with children who are, in the final analysis, the key persons in public relations.

### Significance

Searby, in 1950, surveyed and analyzed the public relations programs of representative public



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schools in seven states. He concluded that all of the 36 school systems studied needed to improve their present systems and to inaugurate some method of training their staff in the broader aspects of public relations. He further concluded that the in-service training of teachers in public relations was one of the weakest areas in the public relations programs studied.

As one of the most important agents in the interpretation process the teacher is responsible for work in many fields. The final degree of success will be determined by the effectiveness of teaching which in turn is conditioned directly by his knowledge of and acceptance by the community. One outcome of teacher participation in interpretation should be an increased confidence of the community in the value of its educational institution and program.

It seems indisputable that, with the possible exception of the pupils—the professional staff of a school system is the most important link in the public relations chain. Even in cases of extensively planned and financially supported public relations programs, the heart of the scheme is the teacher.

*This is Dr. Jones first year at Arizona State College at Tempe. We deeply appreciate his article.*

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**AN ACTIVE SENSE** of responsibility for educational policy makes teachers more effective and more enthusiastic. Better policies also result from constructive participation of teachers. These values are worth the effort it costs to achieve them.

The above paragraph sums up the findings of a study made of factors affecting teacher morale. During the study interviews were conducted with more than 400 teachers in five selected school systems, and questionnaire returns received from 1,800 teachers in 216 systems in 43 states.

In a small industrial city where morale was unusually high, teachers told how they made improvements in the salary schedule and how they helped to develop a new plan for reporting to parents. Most teachers in this system displayed an enthusiasm clearly traceable to a sense of teamwork with the administration and the community in building a better educational program and a better community.

In another system where teachers were less enthusiastic, several

## The TEACHER

## And POLICY MAKING

teachers told interviewers, "The superintendent is not as democratic as he thinks he is." Others referred to the committees on which they had served as "window dressing," or said the superintendent had really decided everything before the committees were appointed.

### Some things teachers resent

There seemed to be no doubt that teachers do resent being asked to serve on committees which have no useful purpose and do nothing to modify policy. They do not like to be pressed into service in determining policy in which they feel no special interest. Teachers also expressed the feeling that meetings and committee assignments often took much time which might be more profitably used in teaching, or for which released time should be given.

There was no doubt, however, that teachers who felt they had contributed to curriculum improvement were likely to consider that this experience enhanced their satisfaction in teaching. Those who participated in planning school buildings and in salary scheduling displayed the same enthusiasm.

The teacher who participates in defining the purpose of the enterprise is much more likely to identify himself with those purposes. Participation in decision making provides the individual with a sense of "sitting in the seat of power," of sharing in his own direction.

Oftentimes the approach may well be made thru the teachers associations working together. However, effective participation must rest on full information, ample discussion, and proper motivation.

### Proceed with caution

In order that participation in educational planning may produce the maximum values Mr. Chase suggests several safeguards which should be observed:

1. Leave the door open for teachers to participate actively in those matters in which they are most keenly interested;

2. Provide avenues thru which all teachers can express their views to those charged with the responsibility for decisions;

3. Avoid pressure upon teachers to spend too much time on too many activities related to educational planning;

4. Stimulate policy formulation in advance of the time for action;

5. See that other persons concerned, including citizens of the community, have an opportunity to share in policy making;

6. Keep the machinery simple and flexible;

7. Constantly evaluate the effects of participation in policy making on: The time required by those participating, the dispatch with which important business is transacted, the soundness of decisions, the effects on morale and public relations.

*This article presents the findings of a study conducted by Mr. Francis Chase of the Midwest Administration Center, University of Chicago. It is a study in democratic procedures in administration.*



*"... Slowly, silently, cautiously, the white settlers closed in on the Indian settlement..."*

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**T**HE READING CLINIC at Arizona State College is small but, like the proverbial beanstalk, rapidly growing. Begun in 1949 with only a few tools and a small group of tests, it has now expanded to encompass the reading problems of children from all over the state of Arizona, besides serving the specific needs of students enrolled at Arizona State College in Tempe.

Thousands of our children are having difficulty learning to read; yet reading is one of the most fundamental of the academic skills. Academic journals are filled with statistical evidence which shows that from 20 to 30 percent of our children have such difficulties. Research also indicates that visual difficulties and auditory handicaps are more prevalent than the average person realizes. It has been estimated that 35% of our children have some form of visual aberration and that 12% may need a hearing correction.

Using modern equipment, the Arizona State College Reading Clinic uncovers the evidences of such handicaps, in order that they may be corrected.

#### How it works

Each year a reading conference is held on the Arizona State College campus and noted experts in the field of reading are available for the help that many teachers are demanding. Last year nearly 600 teachers attended this annual get-together to study under Dr. Paul Witty of Northwestern University and Dr. Thorsten Carlson of San Diego State College.

Recognizing that we have certain areas of responsibility, our purposes are organized on that basis and may be defined as follows:

## WE HAVE A READING CLINIC

1. Our responsibility to the students who are enrolled at Arizona State College at Tempe.

We seek to help these students meet their scholastic needs; make social adjustments; make self adjustments; discover their physical limitations for academic work and make recommendations where they can receive help.

To implement this program the college furnishes a place where students can receive the needed help along with efficient guidance services for the areas mentioned.

2. Our responsibility to the public schools of Arizona.

As a part of a College of education, we feel we owe it to the public schools to help elementary and secondary school pupils with their reading problems; to help high schools and junior high schools in the organization of their own reading programs; to help parent-teacher groups understand the functions of the clinics; to help teachers and parents understand the complexity and high incidence of reading problems; and to furnish a central place where the teachers of the state can meet together at least once a year for a discussion of reading matters.

3. Our responsibility in the realm of teacher-training.

Here we help students train as reading clinicians; furnish data for extensive research; furnish observational facilities such as one-way screens and recordings, and furnish a controlled situation where students can gain experience in handling reading problems.

4. Our responsibility to academic knowledge and wisdom.

Information is valuable only as it is disseminated and so we endeavor to report findings of the clinic in the journals of education, to furnish

the schools with informational brochures; to contribute to newsletters and newspapers; to produce filmstrips and motion pictures for training purposes as well as for general information purposes, and to encourage the writing of theses, practicums and dissertations, using the reading clinics as a central theme.

Clinic operation should involve a process of continual evaluation. Clinic directors and workers should have open minds and be receptive of new ideas for clinical use. Diagnostic and remedial work should never become stereotyped or static. If clinics are to be of any use to our society they, like the fruit tree, must be regularly pruned and enriched.



"Go to a P.T.A. meeting? ... I had enough of teachers when I went to school!"



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**O**F ALL THE 1066 students who completed their summer session work at the University of Arizona, perhaps the happiest in their sense of educational achievement are the 60 children in the summer reading clinic conducted by the College of Education.

When they enrolled for "summer school" last June, each of the 52 boys and 8 girls who reported to Dr. Vergil H. Hughes and Mrs. Laura A. Ganoung had a reading problem. They came from elementary and grammar school classes in Tucson and adjacent areas. Their I.Q. tests showed their intelligence rating to be normal or better. But they just weren't reading as well as they should for their ages and grades.

Why? "The reasons for poor reading ability may be social, emotional or physical," says Dr. Hughes. "In a number of cases physical conditions such as asthma cause emotional problems that hamper a child's reading. Sometimes children in large classes are unable to receive the individual attention from teachers which they need. They may be passed to higher grades while their reading prowess remains at the first or second grade level. Sometimes home environment — including the lack of family reading habits — is a cause. One of our children came from a home where there were only two books — no more."

#### The summer's work

Whatever the cause, Dr. Hughes and Mrs. Ganoung, who is supervisor of special education for the Tucson public schools, identified it and helped the child to overcome its effects. They were assisted by 40 public school teachers who enrolled in the course to study remedial techniques — 20 during the first term of the summer session, and 20 during the second term. Each teacher was assigned three children to work with during her six week term.

The classroom technique adopted by Dr. Hughes and Mrs. Ganoung is remarkable for its simplicity and for the absence of the complicated and expensive devices often found in remedial reading clinics.

## CHILDREN Are HAPPIEST SUMMER SESSION STUDENTS

"We try to show our student teachers or clinicians that they can help children overcome reading problems with materials at hand in their own schools," Dr. Hughes said. "Educators frequently recognize the tremendous need for remedial reading, but too many teachers think they can't do anything about it without costly diagnostic and training equipment. This simply isn't so. Our summer read-

appears "in print" in at least every other issue. There is nothing quite so satisfying as reading your own immortal prose—and some children with an aversion to reading change their attitudes when they see their names and stories in their own paper.

"The excitement of one child who 'disliked' reading was so great as he turned the ditto machine and saw his name and story reproduced



Also — Readin'

ing course accomplishes two purposes. It helps the sixty children we are able to accommodate, but even more important it trains teachers in techniques that will benefit countless more children in their regular classes."

The first step is learning the individual child's problem; and the clinicians and teacher-students in the U. of A. reading class do just that. They take the children assigned to them on little field trips. Then the children write stories about their trips and these stories are published in a daily newspaper which the pupils turn out on their ditto machine. Every pupil's name

many times, that he jumped up and down in sheer joy," Dr. Hughes relates. "The experience was so gratifying to the boy's teacher, that tears came to her eyes."

Other thrilling results of the reading class include the asthmatic boy who gained weight and achieved a healthier adjustment to his world when he learned to read better. All the children will return to their respective schools this fall better equipped to keep up with their classmates. Two brothers have already started saving the \$18 tuition each will need to enroll for next summer's class.

# A CRUSADE FOR PEACE

The material for this article was furnished us by George B. Owen, Director of the Arizona Civil Defense Agency. We are happy to cooperate with Mr. Owen in bringing this information before the teachers of Arizona.

"CIVIL DEFENSE may well become a crusade for peace." These were the words of the Director of the Arizona State Civil Defense Agency, George B. Owen. And then Mr. Owen went on to say that "Civil Defense is, after all, just good common sense, just plain everyday living and even if war never comes and all of us hope and pray that it never does happen, all of this civil defense effort will have been worthwhile."

The Agency believes that if our enemies know that we have a strong civil defense in this country, that our production cannot be knocked out by an atomic bomb attack, and that the morale of the people cannot be shattered by a surprise attack, those enemies may never decide to attack. And in addition, civil defense is of inestimable value for the disaster program. In everyday living it teaches the average citizen self reliance, returns him to a position where once again he looks after himself in trouble and organizes his own household and cooperates with his neighbors for his own protection.

Believing these things, the Arizona State Civil Defense Agency has set up what they consider to be a workable plan on civil defense as it relates to schools and to the boys and girls of Arizona. The program as announced contains a self protection plan for each classroom, the teaching of a general basic nine hour civil defense course which will amount to a course in good citizenship and could easily be included in the social science class, and the giving of first aid during the physical education or hygiene course. The Agency has made no attempt to tell school people what to do or how to do it. The booklet which has been prepared, and which is available upon request, simply offers

suggestions and relays information on what has been done elsewhere in this field. Methods are left entirely to the teacher himself. The cooperation of school people has been such that the Agency now reports that civil defense in Arizona is active in virtually every phase of the State's life. Organizations of all kinds have voluntarily appointed civil defense chairmen to direct programs within their organization and civil defense is rapidly becoming a household word.

The part that teachers will play in this entire program is of tremendous importance. Those things which a school child learns at the

impressionable age stay with him thruout his adult life. Thru this program boys and girls, at an early age, will absorb and retain much of what is taught in the area of self protection in everyday living as well as in the event of a war caused emergency. Add to this the tremendous influence that the school child has on the thinking of his parents and one can readily see that the activity and the attitudes which he develops have immeasurable strength.

The Director of the Civil Defense Agency reports that when called upon for their cooperation school administrators and the office of the Superintendent of Public Instruction have wholeheartedly endorsed civil defense plans in the schools. County School Superintendents have been most helpful and teachers have received the program enthusiastically as it has been presented to them at the countywide institutes.

## USES And ABUSES

EDNA J. RICE Miami, Arizona

FROM TIME immemorial the uses and abuses of alcohol have worried mankind. The United States of America is no exception. Educators have tried to balance the uses against the abuses, but the abuses stare this generation in the face. To the teacher we turn for instruction.

The various states have recognized this. By 1901 every state had enacted laws demanding scientific education in temperance. Since 1933 much special legislation has been enacted. By 1943 every state in the union had laws providing that the effects of alcohol on the physiology of the body be taught in the school room. Many teachers still do not realize this; nor do they realize these laws are still in force, many of them materially strengthened.

March 19, 1943, the following act was passed by the Arizona Legislature and was considered important enough to be given emergency rating.

*Title of the Act, Laws 1943, ch.66*

An act relating to education and providing for instruction on the nature of alcohol and narcotics, and their effect upon the human system. *New Law, Section 1, page 163, Instruction on Alcohol and Narcotics*

(a) Instruction on the nature of alcohol and narcotics, and their effect upon the human system shall be included in the courses of study in grade and high schools. The instruction may be combined with health, science, citizenship or similar studies.

(b) The State Board of Education may arrange for carrying out the provisions of this act by lecture or educational films.

Section 2 provides that "the act shall take effect September 1, 1943".

Provision was made in 1946 for the "teaching of the nature of alcohol and narcotics, and their effect upon the human system" in a course of study on health developed

by the State Curriculum Co-ordinating Committee.

The new course in Elementary Science has an excellent unit on *Alcohol, Tobacco and Other Narcotics*, and is another product of this same committee together with educational agencies of the state. The unit is the work of John O. Hall, Science Teacher, Mansfield Junior High School, Tucson. This unit is now available, being sent out from the office of Dr. Lillian B. Johnston at the State House.

In 1949 a similar course of study for Social Studies was perfected in which many units on narcotics, of which alcohol is one, are found.

The P.T.A. in the 1950 State Convention passed resolutions demanding better instruction on this subject. Again in 1951 this demand upon the teachers of their children was repeated with greater insistence. In 1952 they asked heavier penalties of the law for those selling narcotics to minors.

Section III, *Environment* and Section IV, *The Law and the Child of the Governor's Conference on Children and Youth* in 1951 offered recommendations for better environment and stricter control of the sale of alcohol and narcotics. Both the youth and adult speaker in all sections emphasized the need for more universal knowledge and personal discipline in the use of all narcotics.

Still there are many, many teachers in Arizona who say when approached as to how much time they give to such instruction,

"My school board would not approve."

"I would lose my job."

"That is too controversial a subject to be brought into the school-room discussion."

Has anyone yet lost his position because he gave pupils such instruction? Some few have been busy along these lines. One has yet to hear a dissenting word from school board members, parents, principals, or superintendents. From fellow teachers, yes; but not from others.

Teachers say, "But what shall I teach?"

The health, science, and social

studies are rich in materials giving opportunities for pertinent, suggestive psychological approaches.

Some materials used successfully by Arizona teachers follow:

Chart 18, *Alcohol, the Narcotic*; and Chart 17, *Alcohol*, Denoyer-Geppert Co., 5235-37 Ravenswood Avenue, Chicago, Illinois.

Free and for-sale pamphlets, *Inter-State Narcotics Association, Inc.*, 75 State Street, Albany, New York.

Films from Mrs. J. T. Hartman, Box 365, Phoenix, Arizona.

Graded material, Mrs. S. O. Redacre, 112 West Coronado Road, Phoenix.

## ELEVEN COMMANDMENTS FOR TEACHERS

- I. Thou shalt have interest outside thy classroom.
- II. Thou shalt not attempt to make graven images of thy students, for lo they are not stone, but flesh, and heir to the wriggings and whisperings thereof.
- III. Thou shalt not cry out in a loud voice unto them, for the voice of wrath is alien to the spirit of learning, and thy students will respect thee not if thou callest their names in vain.
- IV. Remember thy weekends and thy vacations, for in times of stress the thought of them will comfort thee.
- V. Honor thy students and believe in them, for they have great need of thee, whatsoever their actions; and verily thou must hold strong to this faith when the spitballs fly unto thee and the unruly grow wild.
- VI. Thou shalt not kill in any way, even the smallest, the curiosity of a little child, yea, though it seem often the curiosity of a cat and neverending.
- VII. Thou shalt not suffer any unkindness of thought or action to enter the door of thy classroom.
- VIII. Thou shalt not steal time from thine own hours of leisure by putting off work so long that it fitteth not into its rightful schedule.
- IX. Thou shalt not bear witness to the ills and sorrows of thy students with a cold heart; verily thou canst not love them all, nor is it commanded, but to understand their problems and to say unto them, "Come, let us work together," that is the law of thy profession.
- X. Thou shalt not covet thy colleague's classroom, nor his equipment, nor his system, nor his degree, nor his personality, nor anything that is thy colleague's, but work out thine own salvation in fear and trembling.
- XI. Thou shalt not lose thy sense of humor, for verily without it thou art lost and doomed surely to beat out thy brains upon thy blackboard.

—The Indiana Teacher

The story of a vital project "... devoid of ancestral antipathies."

# Operation: DOLL SHOW

By SEYMOUR S. ROVNER

Springerville, Arizona

**T**HIS MAY SEEM to be an odd title for a paper in the field of education if you never taught below the high school level. Many elementary teachers will tell you that, as an idea of their own or as a brain-child of their pupils, a doll show has been conducted by them. Usually it is the woman teacher who conducts this type of educational project. However, when my fifth and sixth graders expressed a strong desire to have the opportunity to exhibit the dolls they own, their teacher agreed to undertake the adventure.

The purpose in fostering this activity was threefold. The first objective was to accede to the pupils' reasonable wish to organize a pleasant recreational period. Second, it was thought that this would afford an excellent chance to painlessly pour or pump education into the students. The fact that most of them were oblivious to this action helped them immeasurably to learn much. In this respect, the writer thought that he might ferret out general specific advantages of this type of classroom procedure and pass them along to his colleagues in written form.

At our school arithmetic is first, or among the first, on the daily menu of basic subjects. We have a short "settling-down" period after the roll is taken and then begin the mathematical gyrations.

On the morning of the show this rigid period of obvious mental acrobatics was replaced with the organization and presentation of the student's collection of miniature figures. However, the pupils were not deprived of the arithmetic for the day. We gathered such statistics about the dolls as:

Total numbers of dolls; number of boy dolls; number of girl

dolls (these last two divisions were required to add up to the first correct total); different kinds of dolls according to race, country, dress, and type; and the largest (36 inches) and smallest (2 1/8 inches) entries.

All children wrote down the data and helped ascertain the final and correct answers. These figures were then read by one of the students to the visitors from all the other classes in the Springerville School.

## Group living

Unconsciously, many were participating in a public speaking performance and a phase of dramatic presentation. Had some of the more timid souls realized this they would have been horror stricken to the point of paralysis. But here they were, an average class composed of the socially adept, average and slow, engaged in a practical demonstration of positive group living. There can be no doubt that the mute collection of small figures, representing many races, creeds and colors had vividly driven home the eternal and divine thesis of man's brotherhood. This was accomplished by

judging each doll for itself, whether it was Caucasian, Indian, Gypsy, Pickaninny, Spanish or Oriental in appearance. There was no sign of ancestral or parental prejudice; just a positive lesson in ethnic relationships.

An important portion of the show dealt with judging in respect to the most interesting doll, the one with the best and most unusual name, and the best exhibitor. The panel of judges consisted of those fifth and sixth graders who did not submit entries.

## Success for all

The points considered gave every entrant a chance to win regardless of the size, type, or cost of his doll. By using a little imagination, originality and some self-control, any of the exhibitors may have won one or all three contests. One contestant actually did win all three events and there was no quibbling over the decisions. Both the judges and the judged felt that fairness had prevailed. Perhaps bitterness was avoided because the only prizes were the respective titles for each event. We gave no gold watches, no year's supply of ice cream, no "all-expense paid" trip to Phoenix. Further, and possibly more surprising, not one of the exhibitors expected a special award for participating or for being declared a winner.

As a finishing touch, the class thought it appropriate to write an article about their dolls and send that work to the county's newspaper. This provided the teacher with an opportunity to inject some more painless knowledge. Along with the pleasant possibility of seeing some of their work in print, information in language usage and composition could be absorbed by



"Bobby's Dad just returned from India!"

the pupils. All phases of language arts were employed.

### The final touch

Each pupil helped construct this work, first in oral, then in written form. All ideas were considered thoughtfully and critically, from the title to the wording of the last sentence. The article was built as is any solid structure. In this instance this was done word by word, sentence by sentence, and paragraph by paragraph. Detailed composition such as this required that each student, using the group's mutual decisions, make the effort to exercise his or her ability in speaking, spelling, penmanship, word drill and usage, phrasing, sentence structure, thoughts or idea changes in paragraphs, and punctuation. All this added up to actual use of the language plus the possibility of reading it in the local newspaper. This was not just "busy-work," but truly learning with a purpose.

These are a few of the strategic notes an observer might gather from the apparently mundane operation known as "Doll Show." From the military point of view this subject may seem a bit innocuous. It might appear that these were just children enjoying and sharing the pleasure of living peacefully and happily with their peers.

Bobby Burns touched a sore spot of civilization when he said, "Man's inhumanity to man makes countless thousands mourn." This has been true for history's recorded centuries. Perhaps this will always be the case. Nevertheless, the number of unhappy souls may be decreased if the world can participate in a presentation of basic beliefs devoid of ancestral antipathies.



## Gift Coupon Campaign by Arizona Teachers Will Mean New Equipment For

# UNESCO PROJECT—PATZCUARO

By MISS ISADORE MUNGER — Nogales, Arizona

**THE CLASSROOM** Teachers of Arizona will have an opportunity to give direct help to an important UNESCO project this year by buying and selling Gift Coupons. The Gift Coupon plan was conceived several years ago and gives the teachers of the nation a chance to promote world peace by improving the educational opportunities in countries where there is a large percentage of illiteracy. The NEA's Representative Assembly in San Francisco first heard of the plan in 1950. Later the NEA Department of Classroom Teachers assumed the responsibility for the program on a national scale. This year the Department of Classroom Teachers in nearly every state has adopted some particular project to support through the sale of Gift Coupons. The leaders of the Classroom Teachers in Arizona chose to help finance the purchase of Microfilm Equipment for the Regional Fundamental Education Centre for Latin America, which is located at Patzcuaro, Mexico.

### The first opened

The first of six Fundamental Education Centres to be opened by UNESCO is located at Patzcuaro, Mexico and is only a short day's drive from Mexico City. The twenty villages in and around Lake Patzcuaro form a ready-made "model" of conditions which are typical in Latin America where there is 55% illiteracy. These people are to be taught the fundamentals of daily life and livelihood and for this special kind of education UNESCO has coined the name *fundamental education*. The center will produce teachers and teaching materials that will help the people to improve their daily lives.

Mexico's ex-president Lazare Cardenas donated his villa to serve as headquarters for the project. The dining room has been made into

a research laboratory, the garage into a compact print-shop, the billiard-room into a photo lab, the glass-roofed solarium into a studio for writing textbooks, etc.

Directing the project of developing a training program for the world's first Regional Fundamental Education Center is Senor Lucas Ortiz. Director Ortiz was sent out by the Mexican Government as an educational agent to work in remote regions. In five years he covered most of Mexico and eventually took charge of the country's rural education program. Senor Ortiz brings to his new task a profound experience which he sums up in four points of fundamental education:

First: Man must protect his health

Second: He must make the best possible use of the natural resources surrounding him

Third: He is entitled to a dignified home life, both materially and spiritually

Fourth: He has the right to enjoy leisure time

At Patzcuaro Centre fifty-two young men and women from nine Latin American Countries have begun an 18 month training in fundamental education. Patzcuaro's purpose is two-fold: to train teachers of teachers, and to develop tested models of instructional materials. Students are sent by their governments in five-man teams. At the center they are placed into other teams of five different nationalities.

### New students report

During their first week, new students report on what they have been doing in their own countries and pool ideas, skills, and methods. Then they enter the second phase and study groups lay down the principles, methods and aims of

(UNESCO Project—Page 34)



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# AN EYE TO YOUR CHILD'S VISION

Delwyn G. Schubert, Ph.D.

*The author is an assistant professor of education at Los Angeles State College of Applied Arts and Sciences where he teaches professional and therapeutic courses in reading and several classes in child growth and development.*

**T**HE EYES HAVE IT when it comes to placing blame for a multitude of maladjustments among children. The next time your child is reading silently, observe his eyes. Peeking over the top of the book or watching the reflection of his eyes in a mirror held beside him while he reads will reveal an interesting phenomenon. The eyes stop and start a number of times for each line of print. In fact, within ten minutes of steady silent reading, your child's eyes may make two thousand or more separate starts and stops—fixations as reading specialists call them.

Since reading in the schools today no longer is a subject, but rather a process involved in every subject, your child's eyes are called upon to make countless movements daily. The making of numerous starts and stops with the eyes is something relatively new to the history of the human race. For thousands of years man was concerned with distance seeing. Only with the mass distribution of books, which took place yesterday as far as man's evolution is concerned, have eyes been directed to much close work. Reading is work. All eye movements are controlled by muscles which become tired and weakened if used improperly. Because our eyes are relatively uncivilized and unaccustomed to present reading demands, children should read under the most optimum conditions.

Eyes are mistreated most often at night because of inadequate reading facilities in the home. Continued abuse brings about visual defects. Your child has only one pair of eyes. These must last a lifetime. Do your best to protect them. Here are some suggestions.

**Guard against glare.** Have no bulbs or unshaded lamps in the reading room. Shade the bulbs so that light does not shine directly. If shiny surfaces such as a glass top desk reflect the light and cause your child discomforting glare, shift the reading lamp slightly to avoid it. Place reading lamps so that the light falling on the printed surfaces is reflected away from the eyes rather than toward them. This means placing lamps and lights near the backs of chairs used for reading. Under no conditions permit children to read with books held between them and the source of light.

**Guard against undue contrast.** Looking at automobile headlights at night wearies the eyes because they cannot tolerate extreme contrasts. So also reading under a bright circle of light in a room that otherwise is absolutely dark has a deleterious affect on a child's eyes. The entire room should be illumined by soft, diffused light to eliminate contrast and with it eye strain. You can avoid letting your child shadow his study or reading materials by permitting light to pass over his left shoulder if he is right handed, or over his right shoulder if he is left handed. In this way he will stay out of his own light

when writing and note taking accompany his reading.

**Guard against dim lighting.** Reading lamps should be equipped with at least one hundred watts, floor lamps with a minimum of 150 watts. Dirty bulbs, fixtures, and shades can reduce illumination markedly. Keep them clean. Distances from the source of light also vitiate against intensity. Therefore have children sit close to lights when they read. Reading on the floor, of course, is bad since children almost always are too far from the light to get the necessary candlepower for reading purposes.

**Guard against prolonged use of the eyes.** During reading and study periods encourage children to give their eye muscles a moment's relaxation occasionally by shifting their gaze from their books and papers to a distant object. Periodic closing of the eyes has the same advantage. It relieves the eye muscles of tension and bathes the eyes.

When there is reason to suspect defective eyes an examination is indicated. There are several early symptoms of visual difficulty that warrant referral to an eye specialist.

Swollen eyes, inflamed lids, discharging eyes, severe ocular pain, or seeing double, call for immediate attention. Other manifestations of visual abnormalities are frequent headaches, dryness or blurring of the eyes, nausea, dizziness, blurred vision, tilting of the head, face contortion, squinting, rubbing of the eyes, and the apparent use of only one eye during reading. Holding the book unusually close or far from the eyes (the average distance is between fourteen and sixteen inches) also suggests visual difficulty. (Child's Vision—Page 29)



An examination may be needed

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## "Beba Coca-Cola"

On the beach at Rio, in the shadow of famous Sugar Loaf Mountain, Coca-Cola is part of the Brazilian scene—just as it is part of the scene wherever people gather in the U. S. A. Around the world, Coca-Cola is wholesome refreshment . . . welcome refreshment. It brings the friendliness of the States to good neighbors everywhere . . . is the favorite of all who play refreshed or work refreshed.



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ARIZONA TEACHER

## "It's News To Us"

*These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor.*

**Educational Cards** is a new deck of cards which bears no resemblance to the conventional deck of playing cards. It offers a Rummy game for children with all the excitement of a competitive game. The playing increases their vocabularies and improves their spelling. Should be found in local toy and children's book departments. Interesting to grades three through eight. (Educational Cards, Inc., 1302 Industrial Bank Bldg., Detroit 26, Michigan.)

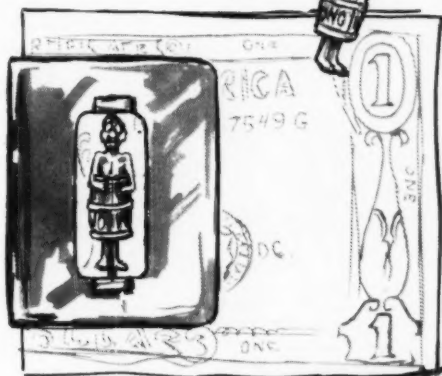
**I Win** another educational card game teaches children arithmetic. Simple to play. Is arranged in decks suitable for children in the five to ten age groups—first to fourth grades. The game consists of question and answer cards to be paired or matched by the children. **I Win** comes in twelve different decks, including addition, subtraction multiplication and division. Cost 75c per deck. Should be found in local toy departments. (Exclusive Playing Card Co., 1139 South Wabash Avenue, Chicago 5, Ill.)

**Pyrocon** is a new artist's modeling material that hardens into permanent sculpture after 15 minutes of oven baking at 350 degrees. It is soft and non-sticky enough for children to handle. Comes in brilliant colors, stays pliant with moistening, has long shelf life, and can be used over and over if not baked. Modelers from pre-kindergarten age up find it a facile medium. Packaged in pints or quarts, solid colors. (General Glaze Corporation, 100 East 20th Street, Baltimore 18, Md.)

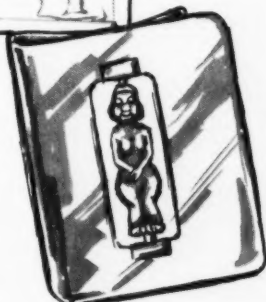
**Seminar Screen** permits showing of films, slides, or filmstrips in the classroom without blackout and loss of ventilation. Folds into portfolio 18x13½x1 inches. A non-warping, heavy duty plywood panel supports a polished alzac mirror, impervious to breakage, clouding finger marks, etc. A second panel hinged to the first holds a specially treated multi-ply vinyl plastic screen. A third flap, which protects the screen in carrying, flips over on top to form a light baffle when the screen is opened for use. Requires no special lenses or other modifications of the projector. Price \$29.95 (Seminar Films, Inc., 347 Madison Ave., New York 17, New York).

sterling characters by

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Arizona's famed cartoonist, Pulitzer prize winner, turns his hand to new arts . . . sterling silver money clips and earrings, depicting UNO-WHO, the little guy who joins you for breakfast so often . . . unusual gifts, sure to be treasured . . . buy them in sets! . . . money clip also with M'Zuma, primitive goddess of plenty . . . \$8.00 plus tax.



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# Announcing...

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The same gaiety, charm, and element of surprise which mark the other Ginn Basic Readers are evident in this one. Children will immediately recognize the characters of the pre-primers—Tom, Betty, Susan, Flip, Pony, Bunny, Patsy, Mother, and Father, and will delight in meeting Aunt Betty and her dog, Lucky. The stories take place in a large department store—on the escalator, in the toy department, and in the shoe department. The children also take a trip to the amusement park.

Written at a pre-primer level, this reader may be read after *My Little Blue Story Book* and before *The Little White House*. *Come With Us* enables the immature reader to remain in the pre-primer stage for a longer time, and the more successful reader to grow in fluency and confidence.

Illustrations are in full color. Only ten new words are introduced, 9 of which are retaught in the basic primer, *The Little White House*.

This new enrichment reader is written by Odille Ousley, one of the authors of the Ginn Basic Reading Series, who was formerly a reading specialist at the University of Georgia.



## *Come With Us*

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## HOW TO BE LIKED

(From Page 11)

mize, to destroy whatever dislikes are part of your own character. You'll be a better person for it. You'll live a fuller life for it.

In sum, what it requires is the development of a pleasant, pleasing, likeable personality. Concentrate on developing yourself into a likeable person, concentrate on developing your personality every living moment of your life. You never can tell, perhaps there is \$50,000 in it for you. Mastery of this ability to get along with people, which will come with a mature, developed personality, will work for you in two very important ways. It will make you a happier, more secure, more stable personality — it will make you liked and welcomed wherever you may go or find yourself. The seeds of your labors will come home to bear fruit. James M. Barrie put it this way: "Those who bring sunshine into the lives of others cannot keep it from themselves." Those of us who master the very pleasing skill of getting along with most of the people most of the time cannot keep the sunshine of friendship and happiness from brightening our own lives.

### COMMUNITY LIFE

Our relationship with the community is too often comparable with the behavior of the timid oldster who dips his toe into the edge of a chilly lake, hurriedly withdraws his foot and retreats to the warm sand.—

Editorial, *Education Leadership*

### TOLERANCE

Tolerance is frequently only a lack of interest in the activities and well-being of the others.—Du, Switzerland (Quote translation).

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# One cost that has gone down through the years!



In the early days of our country, roads were few and markets limited. Along narrow trails the pioneer carried his goods packed on mule or horse. Loads averaged about 200 pounds; the normal day's journey was 25 miles. The average cost of moving a ton of freight one mile was about \$1.00.



The covered wagon played an important role in America's history as settlers ventured in search of homestead, trade or gold. The prairie schooner held about 3,000 pounds; 25 miles was a good day's trip. The average cost of moving a ton of freight one mile was approximately 20 cents.



In the 1830's America's railroads had their beginnings. The early locomotive was a primitive affair. It could pull about 90 tons of freight, and 15 miles per hour was good travelling time. The average charge for moving a ton of freight one mile was approximately 7 cents.



A generation later, improved locomotives which burned coal instead of wood were running on tracks of steel instead of iron, thus making it possible to move heavier trains faster. The average charge per ton per mile had come down to approximately 3 cents.



Today's locomotives—Diesel, steam and electric—are a far cry from earlier railroad engines. With modern track and terminals, shops and signals, and countless other improved facilities, the modern locomotive makes possible—an average charge, for moving a ton of freight one mile, of less than 1½ cents!

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You, too, will find that certified lamps will reduce headaches and nervous fatigue and make your evenings more enjoyable. You'll be amazed at how lovely your home will be if it's properly lighted. Draperies take on brighter color . . . furniture seems to shine . . . your living room takes on new glamour.



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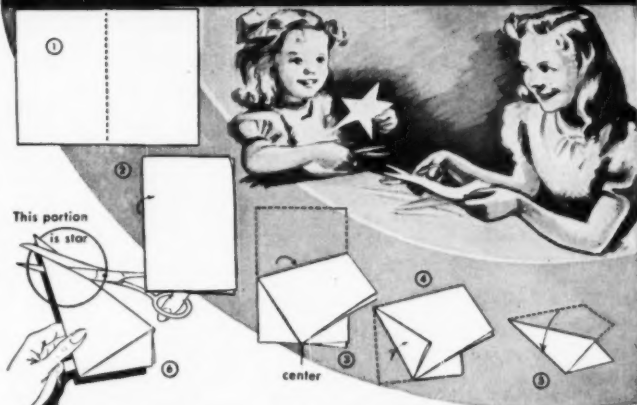
**33a Education Grows** is a 20-page study of some of the needs of education and results of research and scientific knowledge which have aided education's growth, through co-ordinated class-room environment. It also covers the development of school seating in step with improved classroom environment and the resultant improvement in scholarship, as well as the vision, health and physique of the American school child. (American Seating Company)

**35a How to Cut Book Costs**—a 16-page illustrated booklet showing book repair techniques. Following these techniques it is possible for a fourth grade youngster to repair a textbook that normally would have required either discarding or rebinding. The techniques are so basic that they are valuable not only to schools for classroom repair but to librarians for the repair of priceless leather-bound volumes. Indicate number required for teacher distribution. (Delkote, Inc.)

**11a Teachers Manual for the 25th Annual Standard School Broadcast course.** "The World's Music in America" describing the world's music in America and listing each of the 26 lessons in the series with correlations and music references for each. A 21" x 29" Music Chart showing the instruments in a symphony orchestra is included with each Manual. (Standard Oil Company of California.)

## STARS TO BRIGHTEN YOUR PROGRAM

A suggestion we hope you find helpful and interesting



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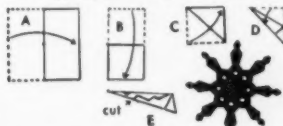


### More Creative Stars Are Also Easy to Make

Stars (snowflakes, too) not to be copied, each unique, is a satisfying project for any child. And the whole class enjoys applying the designs to windows, pupil-created greeting cards, tags for gifts and book covers.



**BASIC DIRECTIONS FOR THESE CREATIVE STARS:**—You must begin with a square (any size) of any kind of paper. Use gold, silver, white, colored. Colored cellophane designs, especially overlapped, give impressive effects.



Fold according to above diagrams A to D. Cut (see E); no two cuts alike; do not cut side edge nor across angle.

**If further interested:** Directions for "Five-Pointed Star with One Snip" is from POPULAR MECHANICS CHRISTMAS HANDBOOK of ideas, toys, gifts you can make.

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## CHILD'S VISION

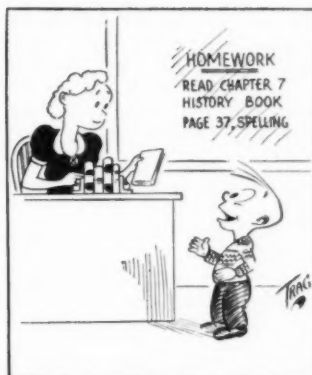
(From page 21)

In selecting the proper specialist for your child it is essential to differentiate among specialists. Ophthalmologists, or oculists, are doctors of medicine and often are trained surgeons who have specialized in the treatment of visual defects and diseases. They not only prescribe glasses but frequently treat eye diseases with medication and surgery. Optometrists are not doctors of medicine; they are doctors of optometry designated by the letters O. D. These men are trained in treating optical defects through the prescription of glasses, and muscular defects through the use of eye exercises. Neither are opticians doctors. They grind, fit and sell lenses and glasses.

Finally, there are orthoptists. These men are technicians who are trained in the science of exercising the muscles of the eyes as a means of ameliorating visual defects. They carry on their work under the direction of ophthalmologists.

Your child's vision is his sesame to successful, happy living.

Adlai Stevenson: "History will never record that Korea was a 'useless' war, unless today's heroism is shattered by tomorrow's cowardice."



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DECEMBER, 1952

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## NEW IDEAS and CURRENT PRACTICES

**C**HANGES IN THE elementary school that work for the good of the children cannot come too fast declares Winifred E. Bain, president of Wheelock College, Boston, Massachusetts, in the keynote chapter of a new yearbook "Bases for Effective Learning" published here today by the Department of Elementary School Principals of the National Education Association.

Purpose of the yearbook, which offers a wide sampling of new ideas and current practices in elementary education reported by active members of the profession throughout the country, is to promote understanding as to what underlies and buttresses effective learning and teaching procedures.

Miss Bain points out that today's educators know more than ever before about child growth and development but that they do not always put this knowledge into practice. "We shall do as well as we know" she claims, when "we genuinely respect children as individuals, when we have an intelligent appreciation of social processes in human relations, when we prepare children for the uncertain future by helping them with the processes of learning and by keeping the zest for learning alive."

This means, according to Miss Bain, taking out of the school artificially fixed and rigid standards for all pupils, promotions by formula, much of the standardized achievement testing. It also means abolishing the notions that a child must be humiliated to make him good, shamed to make him harder, marked a failure once in a while to prove how much the world expects of him.

The old idea that "home is where you live and school is where you learn" must give way, says Miss Bain, to the building up of a kinship between parents and teachers who are jointly charged with the education and well-being of children.

In another key chapter, Bascom H. Story, director of the School of

ARIZONA TEACHER

Education of Memphis State College, Memphis, Tenn., writes that there is some evidence that educators tend to treat children "as if they arrive at school in a wide variety of unrelated pieces." Basic function of a dynamic school program as he sees it is to provide for the total emotional, social, physical, and intellectual growth and development of the child.

Lowry W. Harding, professor of education, Ohio State University, Columbus, Ohio, reviews some 30,000 replies to questions posed in more than 100 elementary schools and 600 classrooms in his chapter "Minor Adjustments but Major Morale Boosters." He discovered that teachers and pupils were happier and more satisfied when they had a voice in school policy-making. But fewer than 25 per cent of the 600 teachers surveyed thought there were adequate provisions in their schools for teachers, pupils, or parents to participate in making policy decisions.

One such policy problem that teachers believed was unsatisfactorily handled in their schools was the scheduling of routine and unusual school activities. Said one teacher: "Our schedule is as perfect as a 16-cylinder engine, and I have all the freedom of one of its pistons."

Another policy problem important to children's morale is arranging pupil transfers to new groups in the same building or to other buildings in the same school system. One teacher commented: "The way we do it is just like a stockgrower sending a lamb to market with a shipping tag around his neck."

Harding emphasizes that progress, though slow, is being made, describes the school where the principals association set up a joint policy-making committee composed of representatives from the PTA, classroom teachers association, special teachers group, principals association, and supervisors group. Said a teacher: "All of us, including the children, feel better about the problem because there is less pressure and because we now have a place to send our gripes and suggestions"

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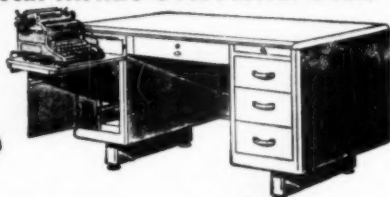
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## “JUST LOOK!”

By DOROTHEA PELLETT

Audio-Visual Education Consultant  
Topeka, Kansas, Public Schools

(Films are 16mm sound, black-and-white, “classroom-tested,” and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

**Food as Children See it** (18 min. color, General Mills) High school and adult groups see how to select and serve food for children's enjoyment and nourishment. A nutritionist points out common dietary problems and suggests solutions. A pre-school child's ideal meal is planned and prepared with suggested menus based on the “basic seven groups.” A sequel to “The School That Learned to Eat” by General Mills.

**Food That Builds Good Health** (10 min. color also, Coronet Films) Art finds that attractive foods in tempting variety will make him healthy and happy if he eats a good helping of what's on the table whether or not he likes it. At school, guinea pigs Pat and Mike give Art evidence that bodies need different kinds of food. At the grocer's Art shops with Mother and learns what foods are in the basic group for his balance diet—lessons for upper elementary and junior high school users of the films.

**Good Table Manners** (10 min. color also, Coronet Films) Grown-ups have been telling juniors this for generations, but this telling juniors will remember—and even practice. Into a typical meal-time “mind-your-manners” routine enters the young man Chuck is going to be in a few short years. Chuck (late teens) shows Chuck (early teens) why good manners are important, why he should practice at home until they're easy and natural, and what manners are approved at table, until young Chuck is eager to accept the dinner invitation previously avoided. Especially apt are the use of typical boys, psychologically sound appeals, and the clever camera tricks which really add interest.

**Better Reading** (12 min. color also, Encyclopaedia Britannica Films) How-to-improve ideas slide over the heads of most persons until they have a motive for improving. High school teachers report that this film helps give sensible reasons for better reading in addition to ways to read well and easily. Harold, a likeable lad, we find has a reading problem. We follow his case thru reading clinic testing and diagnosis,

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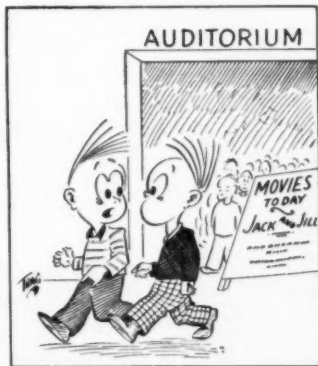
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establishing and following an improvement program, to finding enjoyment and status in reading. "Anyone can do it," Harold says enthusiastically.

**Christmas Season Films** (distributors listed with titles) *A Christmas Holiday* (18 min. color, Academy) shows miniatures enacting a turn-of-the-century family celebration, with four sisters home from school. A sleigh ride, tea party, skating, caroling, father reading to the family around the tree, church the next day, are appropriately pictured in story-book atmosphere. In *The Christmas Story* (15 min. color also, Loyola) the Bible story is dramatized for a child audience seated around their tree. Little children as the angels, Mary, Joseph, shepherds, and the Magi, create effective religious feeling. In lighter mood, the *Snowman in July* (10 min. color also, Almanac) is a cartoon for good holiday fun. A snowman who wants to know summer hibernates in a refrigerator. In July he comes out, has a great time until — you know what! Favorite films you may have used past years include: *The Littlest Angel* (15 min. color also, Coronet) retells the popular fantasy about a gift for the Christ-child, to delight young and old; *Christmas Rhapsody*. (10 min. Encyclopaedia Britannica now from Pictorial) modernizes the little fir tree fable with a forester's family on Christmas eve, has music by the London Symphony and Westminster Choir; *Merry Christmas* (15 min. color also, Films of the Nations) beautifully photographs folk-customs on St. Lucia's Day and the peoples' festivities at Christmas; *A Visit From St. Nicholas* (5 min. color also, Coronet) is a "listen-fun" reading of the Clement Moore verses while delightfully-drawn cartoons picture the well-known episodes to bring a "Merry Christmas to all, and to all a good-night."



"The plot wasn't bad but I noticed some glaring anachronisms."

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## UNESCO PROJECT

(From Page 19)

fundamental education. Next they break up into teams and move into their assigned villages where they canvass every facet of village life from the kitchen to the classroom by house-to-house and family-to-family surveys. During the last phase they work in their original groups to map out programs for their home countries.

### Mexico contributes

Although UNESCO administers the Centre, and four other international agencies and the Government of Mexico contribute to its support and operation, there are many needs that are not met except as voluntary contributions from public or private sources come into the project.

For instance, there is a need for a small but complete microfilm laboratory so that the results of the Patzcuaro experiment can be shared with workers in the rest of Latin America with other Fundamental Education Centres. The equipment necessary for this laboratory is: a well supported microfilm camera, a microfilm enlarger, a 35mm film processor, and a microfilm reader. It is to supply these important pieces of equipment that the Classroom Teachers of Arizona will buy and sell Gift Coupons.

The Patzcuaro project is but one of many such projects being aided by the teachers of our country. New York state teachers were the first educators to participate in the UNESCO plan of gift Coupons.

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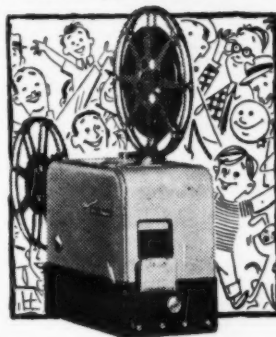
What is A.A.S.C.D.? We wager that many of you don't know. Well, it's the only teachers organization in Arizona which attacks the problems of supervision and curriculum at the state level. It has been active in Arizona for some six or seven years. It has held some of the most enlightening and vital state conventions one could hope to attend. Membership in A.A.S.C.D. is open to classroom teachers, superintendents, principals, counselors, supervisors, and others in the field of education. Why not join this active group and come to grips with the essential needs in curriculum and supervision?.. With greater membership, next Spring's state convention should be most productive.

Incidentally, A. A. S. C. D. means the "Arizona Association for Supervision and Curriculum Development." For further information write Mr. John Crnkovic, State Department of Education, Phoenix. Mr. Crnkovic is secretary-treasurer of A.A.S.C.D.

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A chap we know says his nephew got a job with the Eddy Co. in Hull, Canada. He was trying to tell his grandmother about it. The old lady is pretty deaf and he had to shout. "Tom is going to work for E. B. Eddy," he said.

"What's that?" said grandmother. "Tom has a new job in Hull," he belated.

"What's that about Tom?"

He took a deep breath and gave it everything he had. "Tom's going to Hull!"

"Nonsense," said the old lady, smiling, "they've all got to sow a few wild oats."—*Montrealer*

A woman whose husband was rather well known for his extra-curricular interest in young and fair females was telling her troubles to a friend.

"Oh," said the friend, "don't take it too seriously. Just give him enough rope and some day he'll hang himself."

"That's not the way it works," said the jealous wife. "Every time I give him enough rope he goes out and lassoes another cute little dear."

A mother, her arms loaded with groceries, got on a bus with her daughter about 5. The girl had the fare and dropped it in the fare box, then seemed to feel that a word of explanation was in order. "I'm paying the money," she told the driver in a voice clearly audible at the back of the bus. "My mother is loaded."—*Milwaukee Journal*

A Texan passed away and upon arriving at the gates of his eternal home remarked, "Gee, I never thought heaven would be so much like Texas." "Son," said the man at the gate sadly, "this ain't heaven."—*Arkansas Baptist*

A man is incomplete until he's married; then he's really finished.—*Mississippi Spectator*

A teacher was slightly in doubt as to what mark to give the boy on his answer in an examination to the question "What is a will?" The boy's answer: "A will is a written document in which a person tells how he wants his property divided among his errors."—*Automotive Dealer News*

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(Post Session Workshop)

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A continuation of the study of factors taken up in Geography 538, OUR OUT-OF-DOORS, I, last summer. Includes study of industries, logging, cattle ranching, and mining community.

### PROBLEMS IN TEACHING LITERATURE

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Head of English Department

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### MAIN CURRENTS IN AMERICAN CIVILIZATION

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Integrates social, intellectual, and cultural developments in American civilization, in subject fields of the arts, philosophy, religion, history, sociology, and geography. A survey of causes and results of changes and trends.

### MUSIC IN AMERICAN CULTURE

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Contributions and affects of music on the American civilization. Stresses American innovations and heritage in the music of the theater, screen, concert stage, radio, and television.

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### SURVEY OF SOUTHWESTERN ANTHROPOLOGY

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Non-technical. Designed for teachers and others interested in Southwestern Indian cultures. Discussion of contemporary tribes against a background of their history and pre-history.

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The above are samplings of the courses which have been newly designed for teachers and others enrolling for graduate level study in the 1953 Summer Session at Flagstaff. Others will be announced later.

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